

Form NP

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Maryville UniversityProgram Title: Communication Science and DisordersDegree/Certificate: B.S. in Communication Science and DisordersOptions: Spanish option, Includes a Spanish minor (or equivalent) as undergraduateDelivery Site(s): Maryville University's main campusCIP Classification: 51-5102 (Please provide a CIP code)Implementation Date: August 2014Cooperative Partners: The Walker Scottish Rite Clinic for Childhood Language DisordersExpected Date of First Graduation: May 2018 first undergraduate class

AUTHORIZATION

Dr. Mary Ellen Finch – VP for Academic Affairs  November 26, 2013

Name/Title of Institutional Officer

Signature

Date

Dr. Chuck Gulas – Dean, College of Health Professions

314-529-9625

Person to Contact for More Information

Telephone

Missouri Department of Higher Education Proposal for New Program:

Maryville University –

1. New Program Proposal Form: (See Form NP-undergraduate – attached)

Communication Science and Disorders (BS)
2. Rationale for the Program

Included on Form SE-undergraduate--attached
3. Student Enrollment Projections for Five Years – Full and Part-time (See Form SE – attached)

Included on Form SE-undergraduate—attached
4. Evidence of Market Demand / Societal need supported by research (include how these projections were calculated) (Included on Form SE – attached)

Included on Form SE-undergraduate--attached
5. Duplication and Collaboration: If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?
Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete Form CL.

This program will not be delivered in collaboration with other institutions.
6. Program Structure: (See Form PS – attached)
 - A. Total credits required for graduation
 - B. Residency requirements, if any
 - C. Courses and credits required for general education
 - D. Courses and credits required for the major
 - E. Number of free elective credits remaining (Sum of C, D, and E should equal A)
 - F. Requirements for thesis, internship, or other capstone experiences
 - G. Any unique features, for example, interdepartmental cooperation

All of the aforementioned details are included on Form PS-undergraduate—attached.

7. Financial Projections (for public institutions only): Please complete Form FP. Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate form for each institution.

N/A Maryville University is a private institution.

8. Program Characteristics and Performance Goals: See the recommended format and issues to be addressed (Form PG). For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

Included on Form PG-undergraduate—attached

9. Accreditation: If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program.

The undergraduate program is not seeking accreditation via the CAA (Council on Academic Accreditation in Audiology and Speech-Language Pathology) because the CAA accredits entry-level programs only.

10. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

First, the Walker Scottish Rite Clinic for Childhood Language Disorders will be moving to the Maryville campus and will serve as a possible clinical shadowing site for Maryville students in the undergraduate Communication Science and Disorders program.

The program at Maryville is also unique because interest has already been shown in interdisciplinary work between the new speech program and the literacy program. This interdepartmental work could perhaps culminate in a literacy clinic which could help better prepare students from both disciplines for later work as colleagues in the public school system. Initially, it is expected that children who have language based reading disorders will be treated via the speech-language clinic.

Additionally the program is housed in a strong College of Health Professions which will allow for interprofessional learning opportunities between occupational therapy students, physical therapy students, music therapy students, nursing students, and speech-language pathology students.

The intimate campus at Maryville University is unique and lends itself well to the mentorship necessary for building reflective and caring practitioners who use research based intervention.

11. Any Other Relevant Information:

N/A



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	20	38	65	100	118
Part Time	0	0	0	0	0
Total	20	38	65	100	118

Please provide a rationale regarding how student enrollment projections were calculated:

Enrollment data for surrounding programs in communication science and disorders were examined prior to setting enrollment projections for our new undergraduate program. It was determined that a class size of 40 was quite typical for undergraduate programs in communication science and disorders. Wanting to ensure sufficient individualized attention and opportunities for undergraduates, it was determined we would enroll a class size of 40, offering 2 sections of required courses so that each course would be limited to roughly 20 students.

Knowing that it might take time to recruit faculty and to gain student interest in our program, we determined to increase program enrollment incrementally over time. Thus, we set enrollment projections as follows:

Fall 2014, 20 undergraduate students

Fall 2015, 20 undergraduate students

Fall 2016, 30 undergraduate students

Fall 2017 and beyond, 40 undergraduate students



Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

According to the Bureau of Labor Statistics, the profession of audiology is expected to grow by 37% between 2010 and 2020. Likewise the profession of speech-language pathology is expected to grow by 23% during this time frame. Both reflect a “faster-than average” growth rate for the occupations. Students graduating from Maryville’s undergraduate program in Communication Science and Disorders will have the option of applying for graduate studies in either of these fields.

Additionally, according to the website of the American Speech-Language and Hearing Association, it is not always necessary that a student have an undergraduate degree in Communication Science and Disorders in order to be considered for graduate school in speech-language pathology or audiology. Rather, programs may offer pre-requisite coursework that is required of the student, depending on the program. At Maryville, we thought it was important to have pre-requisite coursework available for students wishing to change professions or majors. Thus, the undergraduate curriculum was developed. The majority of these undergraduate curriculum offerings in the major are required as pre-requisite coursework for students wishing to apply for the graduate program in speech-language pathology at Maryville University. These pre-requisites can either be taken as part of the student’s undergraduate degree, or may be taken over and above that degree prior to being admitted for graduate study in speech-language pathology at Maryville. Additionally, students may choose to earn their undergraduate pre-requisites with us prior to applying to another graduate program in either speech-language pathology or audiology.

To offer students flexibility, it was determined that an undergraduate program in speech-language pathology should be offered via Maryville in addition to the graduate program.

Form PS

PROGRAM STRUCTURE --Undergraduate

A. Total credits required for graduation: _____128

B. Residency requirements, if any: ___B.S. last 30 hours must be in residency

C. General education: Total credits: _____68-69

Courses (specific courses OR distribution area and credits):

Communications_12_cr. Science_____ 11-12 cr.

Fine Arts_____3_cr. Computer Literacy 3 cr.

Social Science__3_cr. Psychology 9 cr.

Humanities____3_cr. Education 9 cr.

Math_____6_cr. Health Professions 9 cr.

D. Major requirements: Total credits: _____41

Intro to Communication Disorders	3 cr.	Aural Rehabilitation	3 cr.
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Phonetics	3 cr.	Neurological Bases of Com Dis	3 cr.
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Anatomy and Phys of Speech Mech	3 cr.	Clinical Methods & Mgmt	3 cr.
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Speech and Hearing Science	3 cr.	Clinical Observation	1 cr.
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Nature and Foundations of Language	3 cr.	Professional issues in Com Dis	3 cr.
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Audiology	3 cr.	Clinical Observation 2	1 cr.
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Speech Development & Disorders	3 cr.	Capstone	3 cr.
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Language Development & Disorders	3 cr.		
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E. Free elective credits: _____18-19_____ (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

The purpose of the Capstone Experience is to allow students the opportunity to creatively integrate and demonstrate learning objectives of the program while exploring an area of interest. Capstone projects must be approved by the course instructor or chair to be sure they encapsulate sufficient depth, reflection, critical thinking and communication skills. The Capstone is required by all seniors. Enrollment

is for 1 credit hour in the fall and 2 credit hours in the spring of senior year. Options for the Capstone project include writing a literature review on a topic of interest in communication disorders, completing a research project with a faculty mentor, writing a reflective analysis of a clinical experience or volunteer experience related to communication disorders, completing a creative project such as a video or CD demonstrating critical thinking in the realm of communication disorders or exploring various professional environments in the field (via interviews/observations/ research) and writing a reflection or presenting a creative project comparing and contrasting at least 3 settings available to speech-language pathologists and/or audiologists. The capstone experience will culminate with presenting of projects in the spring semester.

G. Any unique features such as interdepartmental cooperation:

Students have the option to take several courses from both the psychology and education programs in order to allow them to be issued a student services certificate in speech-language pathology from DESE upon completion of their M. S. degrees. Additionally, the health professions courses allow student the opportunity to learn side-by-side other future allied health professionals.

Form PG

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Maryville University

Program Name: Communication Science and Disorders

Date November 26, 2013

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Undergraduate Program Admission

- For Fall 2014, undergraduate admission criteria are as follows:
 - Admission to the University
 - Minimum 2.5 cumulative grade point average on 4.0 scale
 - Minimum 20 ACT or equivalent SAT score
 - All students in the Communication Science and Disorders Program are required to have physical examinations and be current on all vaccinations.
 - Prior to any clinical experiences, including observations in the on-campus clinics, students in the Communication Science and Disorders Program are required to be certified in CPR for adult, infant and child, have annual TB-Tuberculin PPD tests, provide proof of health insurance, and undergo criminal background checks and urine drug screens.
 - A combined score of 100 or higher on the TOEFL is acceptable with minimum sub-scores of the following: speaking sub-score of 27, writing sub-score of 23, reading sub-score of 23, and listening sub-score of 27, for students whom English is a second language. A TOEFL paper based score of 603 with sub-scores of speaking 62, writing 60, reading 57, and listening 62 is acceptable. An IELTS score of 7.0 or higher is also acceptable.
- For Fall 2015 and beyond, the following undergraduate admission criteria apply:
 - Admission to the University
 - Minimum 3.0 cumulative grade point average on a 4.0 scale
 - Minimum 24 ACT with no sub-score below 20, or equivalent SAT score. All test values must be earned on the same exam.
 - All students in the Communication Science and Disorders Program are required to have physical examinations and be current on all vaccinations.
 - Prior to any clinical experiences, including observations in the on-campus clinics, students in the Communication Science and Disorders Program are required to be certified in CPR for adult, infant and child, have annual TB-

Tuberculin PPD tests, provide proof of health insurance, and undergo criminal background checks and urine drug screens.

- A combined score of 100 or higher on the TOEFL is acceptable with minimum sub-scores of the following: speaking sub-score of 27, writing sub-score of 23, reading sub-score of 23, and listening sub-score of 27, for students whom English is a second language. A TOEFL paper based score of 603 with sub-scores of speaking 62, writing 60, reading 57, and listening 62 is acceptable. An IELTS score of 7.0 or higher is also acceptable.

- Characteristics of a specific population to be served, if applicable.

Undergraduate students will be served.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Terminal degrees in speech-language pathology, specifically research Ph.D. degrees with emphases in a variety of specialty areas in speech pathology/audiology represented across the faculty for teaching of academic courses. Master's degree with CCC-SLP will be required for clinical faculty.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

Full time faculty will teach between approximately 70 and 100 percent of the courses depending on the year. Fall 4, as we prepare to hire both a full time audiologist and another full time faculty member, will result in the greatest percentage of non-full time faculty teaching.

- Expectations for professional activities, special student contact, teaching/learning innovation.

Faculty will be expected to engage in lines of research, to advise students, provide mentorship to students for lab experiences and to provide service to the department, university and/or community.

Enrollment Projections

- Student FTE majoring in program by the end of five years.

118 full time undergraduates

Percent of full time and part time enrollment by the end of five years.

Undergraduate 100% full time enrollment

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

B.S. 0 graduates at end of three years; B.S. 36 graduates at end of five years of implementation.

- Special skills specific to the program.

Students will be prepared for graduate school in speech-language pathology or audiology.

- Proportion of students who will achieve licensing, certification, or registration.

Students will not be eligible for licensing, certification nor registration upon completion of the undergraduate degree in Communication Science and Disorders.

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

While no normed or criterion-referenced test will be given, we do anticipate 75% of graduates of the program to enter graduate school in speech-language pathology or audiology.

- Placement rates in related fields, in other fields, unemployed.

Upon completion of the undergraduate degree, students will not be expected to gain employment due to the fact that a graduate degree is the minimal entrance requirement for the profession. However, as mentioned above, we do expect 75% of our undergraduates to go on to graduate school in speech-language pathology or audiology.

- Transfer rates, continuous study.

Expect minimum transfer rates. Attrition is figured at 5%, translating to two students per class.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

The undergraduate program in Communication Science and Disorders will not be accredited because the Council on Academic Accreditation in Speech Pathology and Audiology (CAA) accredits only entry-level programs.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

All students will participate in an exit interview at graduation.

Alumni surveys will be sent 12 months after graduation and expected satisfaction rates are 75% or higher. Questions regarding satisfaction will also be included in Maryville University Alumni surveys on an ongoing basis.

- Expected satisfaction rates for employers, including timing and method of surveys

Data on employer satisfaction will not be kept for the undergraduate program due to the fact that it is a pre-cursor to graduate school, rather than to professional entry.